



# THE BISHOPSWOOD SCHOOLS FEDERATION

## Early Years Policy

### **Aims of the EYFS**

1. To provide quality learning experiences for all the children. Learning will be through practical and play activities, which are structured, balanced, relevant to the child and related to the real world.
2. To provide a curriculum which takes account of, and responds to, the children's developmental needs and allows them to make progress related to their differing abilities.
3. To ensure the children have positive experiences of success at their own levels in order to give them confidence and motivation for learning in the future.
4. To provide a curriculum which promotes the 'Early Learning Goals' identified by the Qualifications and Curriculum Authority and which dovetails with the National Curriculum.
5. To provide a curriculum which provides equal learning and development opportunities for all the children.
6. To create a partnership with parents to support and enhance the development of the children.
7. To promote and encourage independence in our learners.
8. To develop the importance of 'how' we learn using the characteristics of effective learning.

### **The Curriculum**

In the Early Years Foundation Stage (EYFS) we aim to provide a broad, balanced, differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe, secure, stimulating environment.

Our curriculum enables the child to learn and develop skills, attitudes and understanding in the following areas of learning:

The **prime areas** being:

- Personal, Emotional and Social Development. (PSED)
- Communication and Language. (CL)
- Physical development

The **specific areas** are:

- Mathematics.
- Literacy.
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

## **Play**

At Bishopwood we believe that play, both indoors and outdoors, is the fundamental way in which young children learn. Play can be enjoyed and challenging. When playing, children behave in different ways. Sometimes, their play will be boisterous, sometimes they will describe and discuss what they are doing, and sometimes they will be quiet and reflective as they play. Through play, children will be developing skills across all the Prime and Specific areas of learning, working towards achieving the Early Learning Goals.

In a secure environment with effective adult support, children will be able to:

- Explore, develop and represent learning experiences that help them make sense of the world
- Practise and build up concepts, ideas and skills
- Learn how to control impulses and understand the need for rules
- Be alone, be alongside others or co-operate as they talk to rehearse their feelings
- Take risks and make mistakes
- Think creatively and imaginatively
- Communicate with others as they investigate and solve problems
- Express fears to relieve anxious experiences in controlled and safe situations

Adults in the setting will support play by:

- Planning and resourcing a stimulating environment
- Supporting children's learning through planned play
- Extending and supporting children's spontaneous play
- Extending and developing children's language and communication in their play
- Listening to all forms of children's communication and their ideas and taking these into account when developing play and planning
- Narrating children's play
- Asking questions about children's play.

## **Characteristics of Effective Learning**

The Characteristics of Effective Learning and the Prime and Specific Areas of Learning and Development are all interconnected. The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The Characteristics of Effective learning support the development of the Unique Child in **how** children are learning.

Characteristics of Effective Learning are outlined below:

### **1. Playing and exploring – engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

## **2. Active learning – motivation**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

## **3. Creating and thinking critically – thinking**

- Having their own ideas
- Making links
- Choosing ways to do things

EYFS staff assess characteristics of effective learning throughout child initiated play and adult focuses. Staff use characteristics of effective learning buzz words in observations taken of children. Parents are informed of their children's progress in relation to their characteristics of effective learning through the highlighted sheet in the front of their child's journal. End of year reports also contain detailed information about the children's characteristics of effective learning and their progress.

## **Observation, Assessment and Planning**

In the EYFS, topics are planned so that children will experience activities within each topic as they progress. Topic planning takes place on a half-termly basis. Topics may be altered to take into account children's interests. The long term planning sheets identify each of the Prime and Specific Areas of Development as identified in the Early Years Outcomes for each term. This ensures that all curriculum areas are covered whenever a topic or activity is planned.

Adult focused and independent activities are planned on a weekly basis. Children have the opportunity to work in each of the learning areas within the classroom and outdoors. Whole class, group and individual activities are used to develop skills in all areas of the curriculum, as appropriate.

The Early Years Foundation Stage Profile is completed at the end of the Reception year. Staff completing the profile will attend annual moderation meetings. Assessment is carried out through a mixture of informal observations, interaction with the child, the use of the information on assessment sheets and regular formal and informal discussions with all staff. We observe the children working independently both indoors and outdoors. Records of such observations are made on the class and individuals record sheets.

Children are assessed during adult focused activities against the objective for that activity. A note is made of those children achieving above or below the objective. Samples of the children's work are kept in the child's learning journals and literacy and maths folders as appropriate. Every child has a learning journey folder containing examples of their achievements and work throughout the year. Evidence of all adult and child initiated work/observations are not kept. Children all have characteristics of effective learning sheet in their journals for staff to highlight.

Information gained through recording and assessment will be shared with parents, other school staff and outside agencies as appropriate. Parents' evenings are held twice a year. Parents' evenings are an opportunity for parents to discuss their child's progress. Parents can contact the staff at any time to request information about their child's learning and progress. Parents are encouraged to contribute to their child's learning journey by adding comments to journals on speech bubbles during parent's days and evenings and completing 'wow' sheets.

## Transition

Please see the table below for information about transition to Bishopswood Infant School.

Month	Transition
October	Hold open morning
December	Pre-schools invited to Nativity performance
	Prospective parents invited to Christmas events.
April	Parents and schools find out Year R places
May	Pre-school and school cluster meeting to locate children
	Year R staff to visit all pre-schools of children allocated
	Transition events letter to go out to parents
	Year R New Parents Welcome meeting
	Start visits with feeder pre-schools
June	Staff sort class lists
	Staff and pre-schools to arrange transition meetings with parents for children who may require more support
	Story time transition
	Afternoon stay and play
	Children who need more transition to visit Year R from pre-schools
	New parents and children invited to Summer Fete
July	Move-up morning
	Afternoon stay and play
	Teddy bears picnic
August	Bishopswood Buddies Club: 3 mornings in final week of holidays.
September	Home visits for all children
	Staggered entry depending on month of birth
	Welcome to Year R Parents Meeting
	Harvest assembly
October	Parents evening, focus on settling in
	Parents phonics session

Policy Reviewed – May 2020

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